



2-Day Progress Monitoring Visit Report

Name of Institution

Reviewed: Southern High School

Date: November 29 - December 1, 2016

Team Lead: Shannon Gullett

Team Member: Elizabeth Wright

Team Member: Tammy Stephens

School Principal: Bryce Hibbard

Introduction

The KDE Two-Day Progress Monitoring Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2014-15 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2016
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2016
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 2.42	Team Rating for Standard 3 2.08
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.1	<p>The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.</p> <p>Level 4 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 3 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 2 Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p>Level 1 Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>	2.5	2

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.2	<p>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p> <p>Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement</p>	2	2

	<p>and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/ or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.</p> <p>Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2.5	2
3.3	<p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize</p>		

	instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
3.4	<p>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.5	<p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p>Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research,</p>		

	<p>the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p>Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.6	<p>Teachers implement the school's instructional process in support of student learning.</p> <p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p>Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>		
		2	1

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</p>		
		2	2

	<p>Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p>Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p>Level 2 Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p>Level 1 Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.8	<p>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p> <p>Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p>Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.</p> <p>Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.</p> <p>Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.9	<p>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.</p> <p>Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All</p>		

	<p>students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.10	<p>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</p> <p>Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p>Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p>Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p>Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.11	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated</p>		

	<p>for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 2 Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
3.12	<p>The school provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p>Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>		

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for

student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

School and Student Performance Results

Annual Measurable Objective (AMO)

Year	Baseline (Prior Year Learners Total Score)	AMO Goal	Learners Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2015-2016	56.2	57.2	57.2	Yes	Yes	No

Year	Prior Year Overall Total Score	AMO Goal	Overall Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	63.9	64.9	64.5	No	Yes	No

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2014-2015, 2015-2016)

Content Area	%P/D School (14-15)	%P/D State (14-15)	%P/D School (15-16)	%P/D State (15-16)
English II	28.6	56.8	29.6	56.5
Algebra II	18.3	38.2	23.3	42.3
Biology	16.5	39.7	24.6	37.6
U.S. History	44.0	56.9	38.5	59.2
Writing	21.6	50.0	24.4	43.5
Language Mech.	21.2	51.6	30.2	54.4

Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2014-2015, 2015-2016)

Content Area	Percentage School (14-15)	Percentage State (14-15)	Percentage School (15-16)	Percentage State (15-16)
English	24.9	55.3	25.8	54.3
Math	13.0	38.1	16.5	39.7
Reading	22.2	47.4	23.8	49.2

School Achievement of Proficiency and Gap Delivery Targets (2015-2016)

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	43.8	25.9	No	42.2	24.3	No
Reading	46.0	29.1	No	43.8	25.2	No

Math	41.4	22.7	No	40.5	23.4	No
Science	38.1	24.3	No	36.2	21.1	No
Social Studies	42.0	38.2	No	40.3	35.8	No
Writing	47.9	23.9	No	46.3	22.8	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2015-2016)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	62.2	53.4	68.5	No
Graduation Rate (for 4-year adjusted cohort)	87.0	84.6	88.6	No

Program Reviews 2015-2016						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development and Support Services (3 pts possible)	Administrative/ Leadership Support and Monitoring (3 pts possible)	Total Points (12 points possible)	Classification
Arts and Humanities	2.18	2.14	2.00	1.80	8.1	Proficient
Practical Living	2.17	2.00	2.00	1.67	7.8	Needs Improvement
Writing	2.33	2.25	2.13	1.86	8.6	Proficient
World Language and Global Competency*	1.00	1.33	1.38	0.92	4.6	Needs Improvement

The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting. World Language Program Reviews for Elementary and Middle Schools are scheduled to be reported in 2015-16 and included in accountability in 2016-17.

Summary of School and Student Performance Data

Plus

1. The school has met the AMO (Annual Measurable Objective) goal for 2015-16.
2. The school met the participation rate goal for the last two years.
3. The percentage of students scoring proficient/distinguished in English II increased from the 2014-15 school year to the 2015-16 school year by 1 point.
4. The percentage of students scoring proficient/distinguished in math increased from the 2014-15 school year to the 2015-16 school year by 5 points.

5. The percentage of students scoring proficient/distinguished in Biology increased from the 2014-15 school year to the 2015-16 school year by 8.1 points.
6. The percentage of students scoring proficient/distinguished in writing increased from the 2014-15 school year to the 2015-16 school year by 2.8 points.
7. The percentage of students scoring proficient/distinguished in language mechanics increased from the 2014-15 school year to the 2015-16 school year by 9 points.
8. The percentage of students meeting the benchmark in math on the ACT increased from the 2013-14 school year to the 2014-15 school year by 3.5 points.
9. The percentage of students meeting the benchmark in reading on the ACT increased from the 2013-14 school year to the 2014-15 school year by 1.6 points.
10. Program Review evidence indicated Arts and Humanities and Writing scored proficient.

Delta

1. The school has not met the graduation rate goal for the last two years.
2. The school did not meet the AMO goal for 2014-15.
3. The percentage of students scoring proficient/distinguished in U.S. History declined from the 2014-15 school year to the 2015-16 school year by 5.5 points.
4. The percentage of students meeting ACT benchmarks in all areas is at least 20 points below the state level.
5. Delivery targets for Proficiency and Gap were not met in any content area.
6. College and Career Readiness and Graduation Rate Delivery targets were not met.
7. Program Review information for Writing indicates a level of proficiency that does not correlate to the K-PREP writing scores.

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Survey Item	%agree/ strongly agree	MS/HS Survey Item	%agree/ strongly agree	Survey Item	%agree/ strongly agree
3.1	10	80.0	10	65.9	26	79.8
3.1	11	76.9	11	58.0	51	85.7
3.1	13	69.8	17	46.6		
3.1	34	82.2	32	64.8		
3.2	21	77.9	17	46.6	16	73.7

3.2					22	76.3
3.3	12	77.8	10	65.9	17	71.9
3.3	13	69.9	16	61.7	18	78.1
3.3	22	83.1	17	46.6	19	77.2
3.3			26	56.6		
3.4					3	93.5
3.4					11	89.1
3.4					12	92.4
3.4					13	84.0
3.5	14	71.4	5	62.9	8	90.8
3.5					24	90.4
3.5					25	84.2
3.6	19	91.1	9	72.8	20	83.3
3.6	21	77.9	18	66.6	21	69.3
3.6			20	63.5	22	76.3
3.7	14	71.4	5	62.9	8	90.8
3.7					30	85.1
3.7					31	94.7
3.8	9	79.6	13	55.4	15	86.6
3.8	15	70.5	21	52.5	34	63.2
3.8	16	63.1			35	83.3
3.8	17	72.6				
3.8	35	74.4				
3.9	20	80.6	14	61.3	28	91.2
3.9						
3.10			22	63.9	9	89.9
3.10					21	69.3
3.10					23	75.4
3.11					32	91.2
3.11					33	86.9
3.12	13	69.8	1	72.7	27	88.6
3.12	23	79.1	17	46.6	29	77.2

Summary of Stakeholder Feedback

Plus

1. Staff feedback indicated there was strong agreement (91 percent) with the statement, “Our school’s leaders support an innovative and collaborative culture.”

2. Staff feedback indicated there was strong agreement (90 percent) with the statement, “Our school’s leaders expect staff members to hold all students to high academic levels.”
3. Parent feedback indicated there was strong agreement (91 percent) with the statement, “My child knows the expectations for learning in all classes.”

Delta

1. Student feedback indicated there was an absence of agreement (47 percent) with the statement, “All of my teachers change their teaching to meet my learning needs.”
2. Student feedback indicated there was an absence of agreement (57 percent) with the statement, “In my school, computers are up-to-date and used by teachers to help me learn.”
3. Student feedback indicated there was an absence of agreement (63 percent) with the statement, “All of my teachers provide me with information about my learning and grades.”
4. The staff survey indicated there was limited agreement (75 percent) with the statement, “All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.”
5. The parent survey indicated there was an absence of agreement (63 percent) with the statement, “All of my child’s teachers keep me informed regularly about how my child is being graded.”

Effective Learning Environments Observation Tool (eleot™) Results

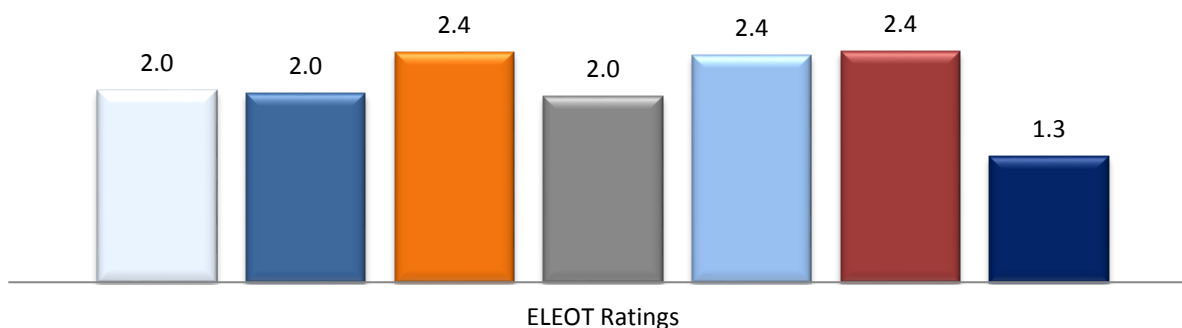
Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 20 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.

Overall ELEOT Rating

A. Equitable Learning B. High Expectations C. Supportive Learning
 D. Active Learning E. Progress Monitoring F. Well-Managed Learning
 G. Digital Learning



Summary of eleot™ Data

Equitable Learning Environment

Plus

N/A – Percentages were not high enough to qualify as a plus.

Delta

The component “Has differentiated learning opportunities and activities that meet her/his needs” was evident/very evident in 10 percent of classrooms.

High Expectations Learning Environment

Plus

N/A – Percentages were not high enough to qualify as a plus.

Delta

1. The component “Is engaged in rigorous coursework, discussions and/or tasks” was evident/very evident in 10 percent of classrooms.
2. The component “Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)” was evident/very evident in 35 percent of classrooms.
3. The component “Knows and strives to meet the high expectations established by the teacher” was evident/very evident in 35 percent of classrooms.

4. The component “Is tasked with activities and learning that are challenging but attainable” was evident/very evident in 35 percent of classrooms.
5. The component “Is provided exemplars of high quality work” was evident/very evident in 25 percent of classrooms.

Supportive Learning Environment

Plus

N/A – Percentages were not high enough to qualify as a plus.

Delta

1. The component “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” was evident/very evident in 40 percent of classrooms.
2. The component “Demonstrates positive attitude about the classroom and learning” was evident/very evident in 40 percent of classrooms.

Active Learning Environment

Plus

N/A – Percentages were not high enough to qualify as a plus.

Delta

1. The component “Is actively engaged in the learning activities” was evident/very evident in 10 percent of classrooms.
2. The component “Has several opportunities to engage in discussions with teacher and other students” was evident/very evident in 40 percent of classrooms.

Progress Monitoring Learning Environment

Plus

N/A – Percentages were not high enough to qualify as a plus.

Delta

1. The component “Responds to teacher feedback to improve understanding” was evident/very evident in 35 percent of classrooms.
2. The component “Understands how her/his work is assessed” was evident/very evident in 35 percent of classrooms.

Well-Managed Learning Environment

Plus

N/A – Percentages were not high enough to qualify as a plus.

Delta

The component “Collaborates with other students during student-centered activities” was evident/very evident in 35 percent of classrooms.

Digital Learning Environment

Plus

N/A – Percentages were not high enough to qualify as a plus.

Delta

The component “Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning” was evident/very evident in 20 percent of classrooms.

FINDINGS OF THE INTERNAL REVIEW TEAM

SCHOOL IMPROVEMENT PRIORITY 1

Indicator: 3.1

Action Statement:

Implement, monitor, and adjust an aligned, rigorous curriculum in each course/class that ensures all students have sufficient opportunities to develop learning, thinking, and life skills within a culture of high expectations that provides individualized, equitable, and challenging experiences leading to success at the next level.

Evidence and Rationale:

School and Student Performance Data

1. Delivery targets for Proficiency and Gap were not met in any content area.
2. The College and Career Readiness Delivery target was not met in 2015-16.
3. Graduation Rate Delivery targets were not met for the last two years.

Stakeholder Survey Data

1. Based on parent feedback, there is limited agreement with the statement, “All of my child’s teachers give work that challenges my child.”
2. Based on parent feedback, there is limited agreement with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”
3. Based on student feedback, there is an absence of agreement with the statement, “My school prepares me to deal with the issues I may face in the future.”
4. Based on student feedback, there is an absence of agreement with the statement, “My school prepares me for success in the next school year.”

5. Based on staff feedback, there is limited agreement with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.”

Classroom Observation Data

Data revealed that in 10 percent of classrooms it was evident/very evident that students “had differentiated learning opportunities and activities that meet her/his needs.” While it was evident teachers have received professional learning in differentiation techniques, classroom observations noted inconsistent use of them school-wide. Little evidence revealed the consistent use of student collaboration, self-reflection, integration of content and skills with other disciplines, making connections to real-life experiences, and little emphasis on daily formative assessments to adjust instruction to meet individual needs in the regular classrooms. Data also revealed that there is not an effective student use of technology as an instructional resource and tool that will help students achieve mastery in all courses. In 20 percent of classroom observations it was evident/very evident that students “use digital tools/technology to conduct research, solve problem, and/or create original works for learning.”

Stakeholder Interviews, Documents and Artifact Review

There is evidence that the school has implemented a weekly intervention period and has been trained on instructional strategies. They have determined student learning styles, implemented a PLC (professional learning community) process, and have created a positive school culture. Artifacts and interviews show that some students are provided equitable and challenging opportunities; however, little individualization for each student is evident in all classes/courses. While work has been done to deconstruct standards, the level of learning target is not identifiable (knowledge, reasoning, performance skill, product) within the lesson frame. Documents provided indicated limited opportunities for students to engage in reasoning targets which lead to high level, challenging, and rigorous coursework.

SCHOOL IMPROVEMENT PRIORITY 2

Indicator: 3.6

Action Statement:

Refine, implement, and monitor a well-defined, school-wide instructional process that ensures all teachers use high-yield instructional strategies and clearly inform students of high learning expectations including the criteria necessary for standards mastery. Incorporate exemplars into daily lessons to guide and inform students. Use daily formative assessments, summative assessments, and benchmark assessments to inform the instructional process and to assure appropriate modifications and interventions are made to meet individual student learning needs.

Evidence and Rationale:

School and Student Performance Data

Student performance data, as detailed in this report, does not suggest that the school has been effective in systematically implementing an instructional process that communicates learning expectations and ensures curriculum and instruction are modified and adjusted based on classroom formative assessment data.

1. Program Review information for Writing indicates a level of proficiency that does not correlate to the K-PREP writing scores.
2. The percentage of students meeting ACT benchmarks in all areas is at least 20 points below the state level.

Stakeholder Survey Data

1. Based on parent feedback, there is limited agreement with the statement, “My child is given multiple assessments to measure his/her understanding of what is taught.”
2. Based on student feedback, there is limited agreement with the statement, “My school gives me multiple assessments to check my understanding of what was taught.”
3. Based on student feedback, there is absence of agreement with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful.”
4. Based on student feedback, there is absence of agreement with the statement, “All of my teachers provide me with information about my learning and grades.”
5. Based on staff feedback, there is absence of agreement with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.”
6. Based on staff feedback, there is limited agreement with the statement, “All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.”

Classroom Observation Data

As detailed in the Teaching and Learning Impact section of this report, classroom observation data suggested that in 10 percent of classroom observations it was evident/very evident that students were “engaged in rigorous coursework, discussions and/or tasks.” Data also revealed that in 35 percent of classroom observations it was evident/very evident that students were “asked and responded to questions that require higher order thinking (e.g., applying, evaluating, synthesizing).” Additional classroom data indicated that in 35 percent of classrooms it was evident/very evident that students “know and strive to meet the high expectations established by the teacher.” The data further indicated that in 35 percent of classrooms it was evident/very evident that students were “tasked with activities and learning that are challenging but attainable.” Furthermore, in 25 percent of classrooms it was evident/very evident that students were “provided exemplars of high quality work.”

Observers noted that teachers posted daily learning targets, but there was little or no discussion of learning expectations with students. They did not discuss criteria necessary for mastery of standards. Observations also indicated that in 40 percent of classrooms it was

evident/very evident that students were “provided additional/alternative instruction and feedback at the appropriate level of challenge” for their needs. Additionally 35 percent of classrooms revealed that it was evident/very evident that students “respond to teacher feedback to improve understanding” and “understand how their work is assessed.”

Stakeholder Interviews, Documents and Artifact Review

There is limited evidence in the artifacts or through stakeholder interviews that teachers intentionally plan instruction focused on using high-yield instructional strategies. Additionally, there is limited evidence that teachers use exemplars along with daily formative assessments for guiding and informing students about their learning. The Lesson Frame includes critical components (learning target, differentiation, formative assessment, and activity/task); however, little evidence supports that a well-defined instructional process is being implemented and monitored school-wide. There was evidence of multiple professional learning opportunities on instructional practices; however limited evidence (e.g., PLC planning, lesson plans, student work samples, classroom observations) was available to indicate strategies from the trainings were being implemented with fidelity in the classroom or evaluated for effectiveness. A review of the school walkthrough schedule and data documents demonstrated a process is in place for monitoring classroom instruction; however, routine and regular feedback for improvement of instructional processes was not evident. There was evidence of supporting structures for coaching sessions during SLT (School Leadership Team), faculty meetings, and weekly PLC meetings.

Attachments:

- 1) eleot™ Worksheet



2016-2017 Feedback Report Addendum

The purpose of this addendum is to provide feedback on progress made in addressing improvement priorities identified in the 2014-15 Internal School Review Report for Southern High School.

Improvement Priority 1: Design, implement, and monitor strategies that will ensure a culture of high expectations for all students. Develop classroom protocols by which all teachers engage students in high-level integrated instructional strategies that ensure achievement of learning expectations. Protocols should include personalized instructional strategies to address individual learning needs of students and promote a culture of high expectations for all students. Revise the system of intervention to provide focused, intentional intervention to students in need of remediation. Consider implementing a system of intervention into the regular school day to compensate for external barriers that prevent students from participating in Extended School Day services. (Indicator 3.1)

School	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- PD (professional development) on differentiation (faculty retreat)
- Learning styles inventory and PD last year
- Lesson frame- differentiation strategy part of it
- Intervention schedule on Thursday using SAT (Student Assistance Team) schedule from Tuesday
- Monitoring PLC and instruction through walkthroughs connected to feedback and coaching in the PLC

School Supporting Rationale:

All of the pieces mentioned in evidence are occurring or have occurred since the audit. All of these pieces are focused on one thing--helping more students be successful--because at Southern, "It's what we do!" The team, with these strategies/activities in mind, felt strongly that we have satisfactorily addressed the priority and are moving toward exemplary.

Team Evidence:

- PLC observations
- Intervention class observations,
- Classroom observations
- Lesson Frames

- Surveys
- Staff interviews, student interviews, principal interview
- School Leadership Team documents and interview
- Review of PLC protocol forms and documents

Team Supporting Rationale:

There is evidence that the school has implemented a weekly intervention period and has been trained on instructional strategies. They have determined student learning styles, implemented a PLC process, and have created a positive school culture. Artifacts and interviews show that some students are provided equitable and challenging opportunities, however, little individualization for each student is evident in all class/courses. While it is evident teachers have received professional learning in differentiation techniques, classroom observations noted inconsistent use of them school-wide. Little evidence revealed the consistent use of student collaboration, self-reflection, integrating content and skills with other disciplines, making connections to real-life experiences, and little emphasis on daily formative assessments to adjust instruction to meet individual needs in the regular classrooms. Currently, all teachers are working and collaborating through professional learning communities on a regular basis. Observations of the PLC process and review of artifacts indicated limited evidence of responding to data leading to changes in teacher instructional practice.